有所時色類式鏡陽裝圖

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駐港英陸軍居加總部第四十八旅^樂辦環繞港北新界長途號集 报用超光描彩画式機能音符器

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(時間:11人)時8-3142秒)為陸軍總 部第四十八歲居加步兵隊獲得

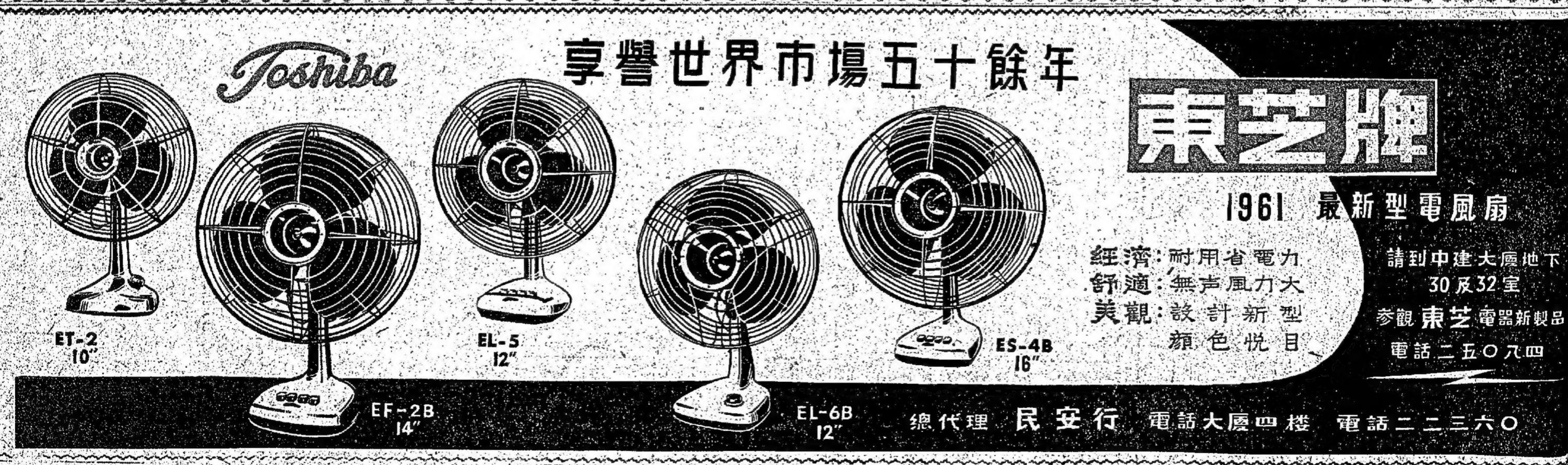
(時間:11人)、時54分(48.6秋) 為第五野战炮兵隊獲得

(時間: 12八時19分235秋) 為居加来福槍跟獲得

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		日期	時間	日期	時 間	小脏	分鐘	秋鐘	石水	
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B-4	第五营Q野战炮升联	六月七日	10y 0630 5	六月七日	1824.48.6	11	54	48.6	第二名	
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B-2	第五营K野战焰隊	六月三日	₹0800	六月三日	2042.38	12	42	38	第四名	
G	第五十四营二兵队 3.5	六月二日	- 0500	六月二日	1905.48.5	14	, 5	48.5	第五名	1
% C=3 %	第十四個野战地第五队	六月六日	0300	六月六日	1735.25	14 1	35	25	第六名	1.3
· B-A	皇家安兵隊絕部	六月六日	0400	计算六日	1855.18	14	55.	18!	第七名	2.
D →	皇家疫境长兵团	五月卅一	0300	五月孙一	1807.49	1.4:15	N. 17 14 1	. 49	粥八名	1
(C-4)	第十四替枪兵隊	五月卅日	0600	五月卅日	2115.29	15	15	29	第01名	
C1	第十四個野战炮兵總部	六月六日	0700	式且六日	2239.13	15	39	13	第十名。	1
	第十八营軍医隊	五月卅一	0500	五月卅一	2104.41	16		41	第十一名	0
THE PROPERTY.	启加步 增限	六月一日	. 0333	六月一日	1944.30	r 16 6	11	30	第十二名	1.17
_A-1	烦	五月卅日	0400	五月卅日	0250.19	22	50.	19	第十三名	157
							the state of the s			

D-2 皇家狼城第一隊失兵团 六月七日 2330 A-2 前確斯坦克A 隊 輿林匹鋴世運選用·百分之百準確可蒙

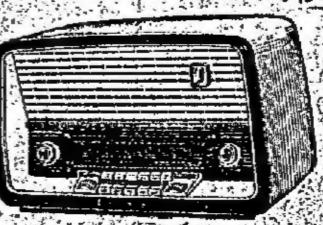




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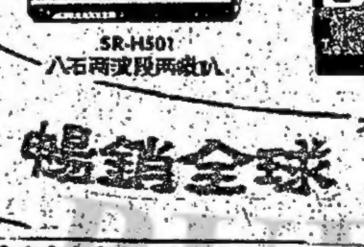
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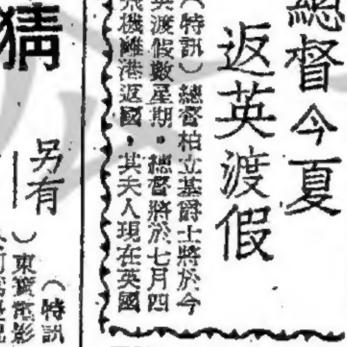
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十十十二時半時

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所屬難位將另行分配與別六月廿四日以後仍未換領 局 告

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午十二時在香港殯儀館大禮堂家奠哀此計在側親視含殮遵制成服謹擇六月十五日上上4八時廿分壽終港寓正寢享壽九十四歲 考竹淇李公府君痛于 五日上午八時至 十四歲不幸等隨 五月廿六

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股份票自本月十四日至六月三十日停止轉換一種臨會議為荷佐一九三貮年公司則例之規定辦理消盤專宜」請依時一駕臨會議為荷客年年結。 家年年結 定於一九六一年六月三十日正午十二時半在息后大道西八號二樓開第五十七屆股東通年叙

安輪船有限公司護啓

十二時在香港於仁

年度年結和損益計算書及該核数師報告等常年會計論下列事項:三日〈星期五〉中午十二時在香港於仁三日〈星期五〉中午十二時在香港於仁

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三科聯合總商會通告

一號至七十 公司

港電路有工中

款款款

of the other sections.

L. Explain in actual Mark 1:1 - 11.

the coming of Christ.

features?

of God.

journey.

2. Explain in detail Romans 6:1 - 14.

補助專上學校統一文憑考試

The candidates should attempt FIVE (5) questions only

Answer one question from Section I and at least one from each'

宗教教育系約(卷二)

六月十四日上午九時半

SECTION I - Answer ONE of the questions in this section.

SECTION II - Answer at least one question from this section.

SECTION III - Answer at least one question from this section.

Lord, (c) Jesus as Son of God. (d) Jesus as Redeemer.

SECTION IV - Answer at least one question from this section.

the situation to which each document was written.

年

各四十二

年

年

百十

星期

1. Describe the factors which contributed in preparing the way for

2. What parties within Judaism at the time of Christ can be traced;

back to the Maccabean period? What were their characteristic.

3. Outline the distinctive features of Jesus' teaching on the Kingdom

Explain the significance of the term "The Messiah" and "The Son

of Man" used in the New Testament when referring to Jesus Christ.

2. Outline in detail Paul's Second Missionary Journey, using the map ir

Using the Epistles to the Romans and to the Corinthians as your

and give an outline of how they were used in the Gospels and by whom

Indicate also how these terms were used by the First Century Church.

the Bible supplied, describing his problems and the results of his

source material write on the theme: "Paul's message for the Gentiles

with direct reference to (a) Justification by faith, (b) Jesus as ,

Describe the literature produced by the Christian community during)

the first century; divide it into its main classifications and

Describe the "Persecution Literature" of the New Testament, and

relevance of this message to the Mission of the Church to-day.,

Describe the "Call to Unity" as it is found in the Epistle to the

署利福會社視廵督港

營童兒巡灣鍍銀赴飛機昇直乘

describe the distinctive nature and purpose of each class.

Ephesians, concluding your answer with a statement as to the

頁二第張:

東萬茂徑廿

WAH KIU YAT PO 補助專上校統一文憑考試

六月十四日星期三上午九時半至十二時半 試卷三 在適當之情形下。學生應隨時稍有註釋之圖寫例子。

推、胸椎、腰背與腰椎的構造。特別注意 試築並早期產生貨推動物層帶(PECTORAL GIRDLE)的起

源,比較蛙與人的層帶的構造。 3. 試流面量(ACORN WORM)之內外構造及解釋其被列入寫

4. 描寫下列中軍動物雌雄泌尿生殖系統,也顯用有註釋之圖寫例 子: 然魚、蛙或人,試犟述如何有背性動物生殖系統及泌尿統

5. 描寫鲑與鳥之動脈弓(AORTIC ARCH) 在胚胎中演變之過 程及安育之结果。

6. 水生脊性動物之氣囊與陸生脊椎動物之肺有無波進之關係?對 試述由脊椎動物外表演變而成之各種外皮組織。 試述下列中一動物之早期發育過程:蛙或鳥(包括卵裂、囊變

. 周陽形成、神經形成各時期)。

接第二張第四頁補助專上學校統一文憑考試英文——莎士比亞(卷三)試題

Write on one of these: Fools in the plays; recurring character-types-(e.g. the old counseller, the friend and confidant - treat one or ... two types); Shakespeare's women characters - consider which qualities he found most admirable and which he found most useful for the, theatre, in women.

ETTER Discuss either the way in which Shakespeare opens any one of of his plays or the importance of the scene in HAMLET where Hamlet comes across the King praying and refrains from killing

Would it have been a great hindrance to Shakespeare's purposes if soliloquies had not been an acceptable convention? You may refer to one or to more than one play. EITHER examine the different sorts of love which are portrayed

in TWELFTH NIGHT 'I dare do all that may become a man': consider now far Shakespeare is studying the limits of what may become a man in his tragic heroes.

EITHER Examine Shakespeare's use of prose or his ways of overcoming the absence of scenery What did shakespeare find in the construction of the

theatres of his time that he was able to turn to advantage? This paper like most has a great number of questions on characters and types of persons: if you think this approach to Shakespeare's plays is false, attack it and say what you think is the right



年

科高級科目之與良教師一百名,活過 監督兼校長 李福

許組註明來 四 注 題 與 建

里

告通

良

校長

角道十六號)

ORDINARY

MADVANCED

TRANSITIONAL

七二六〇

福助專上學校統一文憑考試 空間與 英文一莎士比亞(卷三)試題

Answer Question 1 and THREE other questions.

Choose FIVE of the following extracts, not more than TWO from anylone rlay, and for each of the five you choose, briefly.

(i) explain the context;
(ii) explain any words, phrases or allusions that

WAH KIU YAT PO

readers loday need explaining;
(ili) say with what feelings or in what tones each character speaks;

(iv make any necessary comment on what the passage tells about character or plot.

Would stretch thy spirits up into the air:
Conceive, and fare thee well.

B: Yours in the ranks of death.

A: My most dear Gloucester!

O. the difference of man and man!

To thee a woman's services are due:

A fool usurps my bed.

Madam, here comes my lord.

Enter Albany
I have been worth the whistle.

(b) X: I kill'd the slave that was a-hanging thee.
Y: Tis true, my lords, he did.

I have seen the day, with my good biting falchiony I would have made them skip: I am old now.

And these same crosses spoil me. Who are you?

Inne eyes are: not o' the best, I'll tell you straight, If fortune bragg'd of two she loved or hated.

One of them we behold.

And to our lear friend Banquo, whom we miss;
Would be were here! to all and him we thirst.
And all to all.

A: Avaunt, and quit my sight, let the earth hide thee.
Thy bones are marrowless, thy blood is cold:
Thou hast no sceculation in those eyes

Which thou dost glare with.

Think of this, good peers,
But as a thing of custom: tis no other.

Only it spoils the pleasure of the time.

) X: be you not hope your children shall be kings.
When those that gave the thane of Cawdor to me.
Promis'd no less to them?

Might yet enkindle you unto the crown.

Besides the thane of Cawdor. But 'tis strange: And oftentimes, to win us to our harm.

The instruments of darkness tell us truths.

Win us with honest trifles, to betray's

In deepest consequence.

Cousins, a word, I pray you.

e) A: Yes, other men have ill luck too. Antonio, as I

heard in Genoa, -- B: What, what? 111 luck? 111 luck?

A: — hath an argesy cast away, coming from Tripolis.

B: I thank God! I thank God! Is it true? is it true?

A: I spoke with some of the sailors that escaped the wrack?
B: I thank thee good Tubal. Good news, good news! ha! ha!
Where? in Genoa?

A: Your daughter spent in Genoa, as I heard, one night, fourscore ducats.

B: Thou stick st a darger in me: I shall never see my gold again: fourscore ducats at a sitting!-fourscore ducats!

A: There came divers of Antonio's creditors in my company to Venice, that swear he cannot choose but break. S: I am very glad of it: I'll plague him: I'll torture him:

A: One of them showed me a ring that he had of your daughter

B: Out upon her! Thoustorturest me Tubal.

They shall. Nerissa; but in such a habit that they shall think we are accomplished With that we lack. I'll hold thee any wager. When we are both accoutred like young men. I'll prove the prettier fellow of the two. And wear my dagger with the braver grace. And speak between the change of man and boy With a reed voice, and turn two mincing steps. Into a manly stride, and speak of frays Like a fine bragging youth, and tell quaintilies. How honourable ladies sought my love. Which I denying, they fell sick and died:

(2) A: Chistwas a venture, sir, that y acobyserv'd for a A thing not in his power to bring to pass, But sway'd and fashion'd by the hand of heaven. Was this inserted to make interest good?

Or is your gold and silver sewes and rame?

B: I cannot tell: I make itabreed asgrasti

Mark you this Bassanica The Edevil Cantcite Scripture for this purpose.

Where that same banish'd runagate doth live.

Shall give him such an unaccustom'd dram
That he shall soon keep Tybalt company:
And then. I hope, thou wilt be satisfied.

Y. Indeed. I never shall be satisfied
With Romeo, till I behold him — dead.

Is my poor heart so for a kinsman vex'd.

Madam, if you could find out but a man.
To bear a poison, I would temper it.

That Romeo should, upon receipt thereof.

Soon sleep in quiet. O. how my heart abhors.

To hear him named, and cannot come to him.

A:

A plague o' both your houses!

They have made worms' meat of me: I have it.

And soundly too: your houses!

Exeunt Mercutio and Benvolie

B: This gentleman, the prince's near ally,
My very friend, bath ta'en this mortal wound
In my behalf, my reputation stain'd
With Tybalt's slander, — Tybalt, that an hour,
Hath been my kinsman: O sweet Juliet,
Thy beauty makes me thus effeminate,
And in my temper softens valour's steel!

(j) X: You mistake, sir; I am sure no man hath any quarrel to me: my remembrance is very free and clear from any image of offence done to any man.

Y: You'll find it otherwise, I assure you:
therefore, if you hold your life at any price, betake you,
to your guard; for your opposite hath in him what
youth, strength, skill, and wrath can furnish man withal.
X: I pray you, sir, what is, he?

Y: He is knight, dubbed with unhatched rapier and on carpet consideration; but he is a devil in private brawl: souls and bodies hath he divorced three.

the trout that must be caught with tickling. Exit.

Tis but fortune; all is fortune. Maria once told me she did affect me: and I have heard herself come thus near, that, should she fancy, it should be one of my complexion. Besides, she uses me with a more exalted respect than any one else that follows her. What should I think on't?

Here's an overweening rogue!

O, peace! Contemplation makes a rare
turkey-cock of him: how he jets under his advanced plumes!;
'Slight, I could so beat the rogue!
Peace, I say.
To be Count Malvolio. —

How weary, stale, flat, and unprofitable

Seem to me all the uses of this world!

Fie on't! O fie! 'tis an unweeded garden,

That grows to seed; things rank and gross in nature

Possess it merely. That it should come to this!

But two months dead! — nay, not so much, not two:

So excellent a king; that was, to this,

Hyperion to a satyr: so loving to my mother.

That he might not beteem the winds of heaven

Visit her face too roughly. Heaven and earth!

Must I remember? why, she would hang on him.

As if increase of appetite had grown

By what it fed on: and yet, within a month.

Let me not think on't. — Frailty, thy name is Womani.

My lord, we were sent for.

I will tell you why; so shall my anticipation prevent your discovery, and your secrecy to the king and queen moult no feather. I have of late (but wherefore I know not) lost alk my mirth, forgone all custom of exercises; and, indeed, it goes so heavily with my disposition, that this goodly frame, the earth, seems to me a sterile promontory; this most excellent canopy, the air, look you, this brave o'er hanging firmament, this majestical roof fretted with golden fire, — why, it appears no other thing to me but a foul and pestilent congregation of vapours. What a riece of work is a man!

(n) X: Why do you speak so faintly?

Y: I have a pain upon my forehead here.

X: Faith, that's with watching; 'twill away again:

Let me but bind it hard, within this hour

It will be well.

Your napkin is too little; [he puts the handkerchief from him; and she drops it Let it alone. Come. I'll go in with you.

X: I am very sorry that you are not well.

Z: I am glad I've found this napkin:
This was her first remembrance from the Moor:

A: Sir, I obey the mandate,
And will return to Venice. — Hence, avount! —

(Desdemona goes

Cassio shall have my place. And, sir, tonight,
I do entreat that we may sup together.

You are welcome sir to Cyprus. — Goats and monkeys:

(he goes

B:Is this the noble Moor whom our full senate

Call all in all sufficient? Is this the nature

(p) X: What tell'st thou me of robbing? This.

Whom passion could not shake?

My house is not a grange.

Y: Most grave Brabantio.

In simple and pure soul I come to you.

2: Zounds, sir; you are one of those that will not serve God, if the devil bid you. Because we come to do you service and you think we are ruffians, you'll have your daughter covered with a Barbary horse; you'll have your nephews neigh to you; you'll have coursers for cousins, and jennets for germans.

With some reason be applied that there is too much coincidence and luck in the plots

OH What else is ROMEO AND JULIET than the misfortune of "star-crossed lovers"?

OR "THE MERCHANT OF VENICE is more poetry than drama": Discuss.

EITHER "Shylock dislocates the whole atmosphere of THE MERCHANT OF VENICE": Discuss

OR To what extent is ONE of these a tragic character: SHYLOCK.

"Romeo and Juliet are less interesting than a number of the minor, characters": Discuss

OR Show now the sub-plot is connected with the main plot in either.
TWELFTH NIGHT or LEAR.

What effects does Shakespeare get from the use of the supernatural OR of night-scenes OR of madness? Refer to more than one play.

of MACBETH does not seem to have much responsibility left":
how does Shakespeare make the audience feel for Macbeth to
the end? or do you take quite a different view of the play?

OR 'O what a noble mind is here o'erthrown' either discuss the extant
to which Hamlet was 'o'erthrown and what caused this; or how far

7. Compare Tago with either Claudius or Lady Macbeth.

(未完轄入第二張第三月



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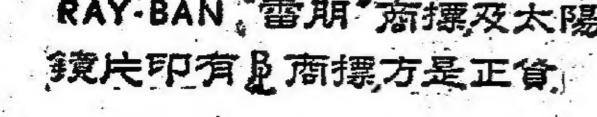


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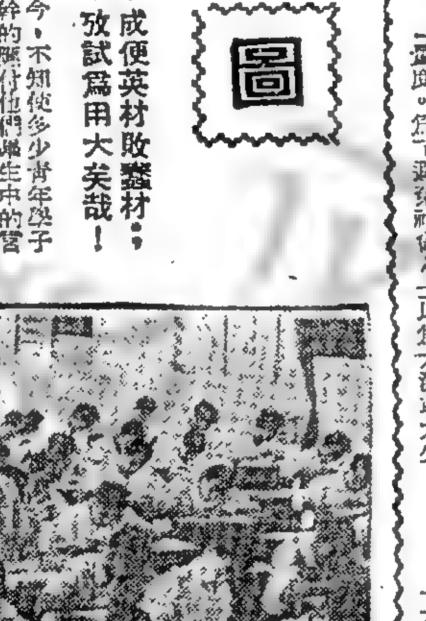
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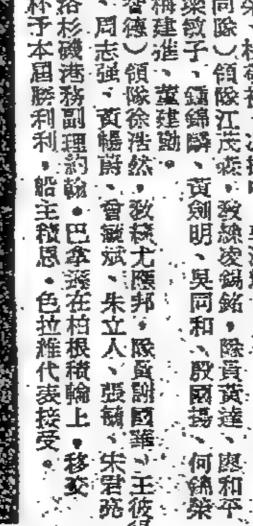
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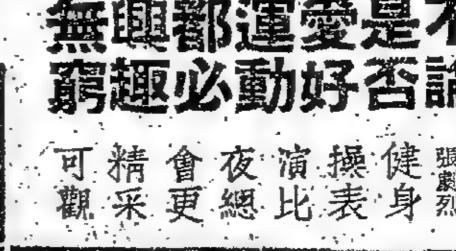
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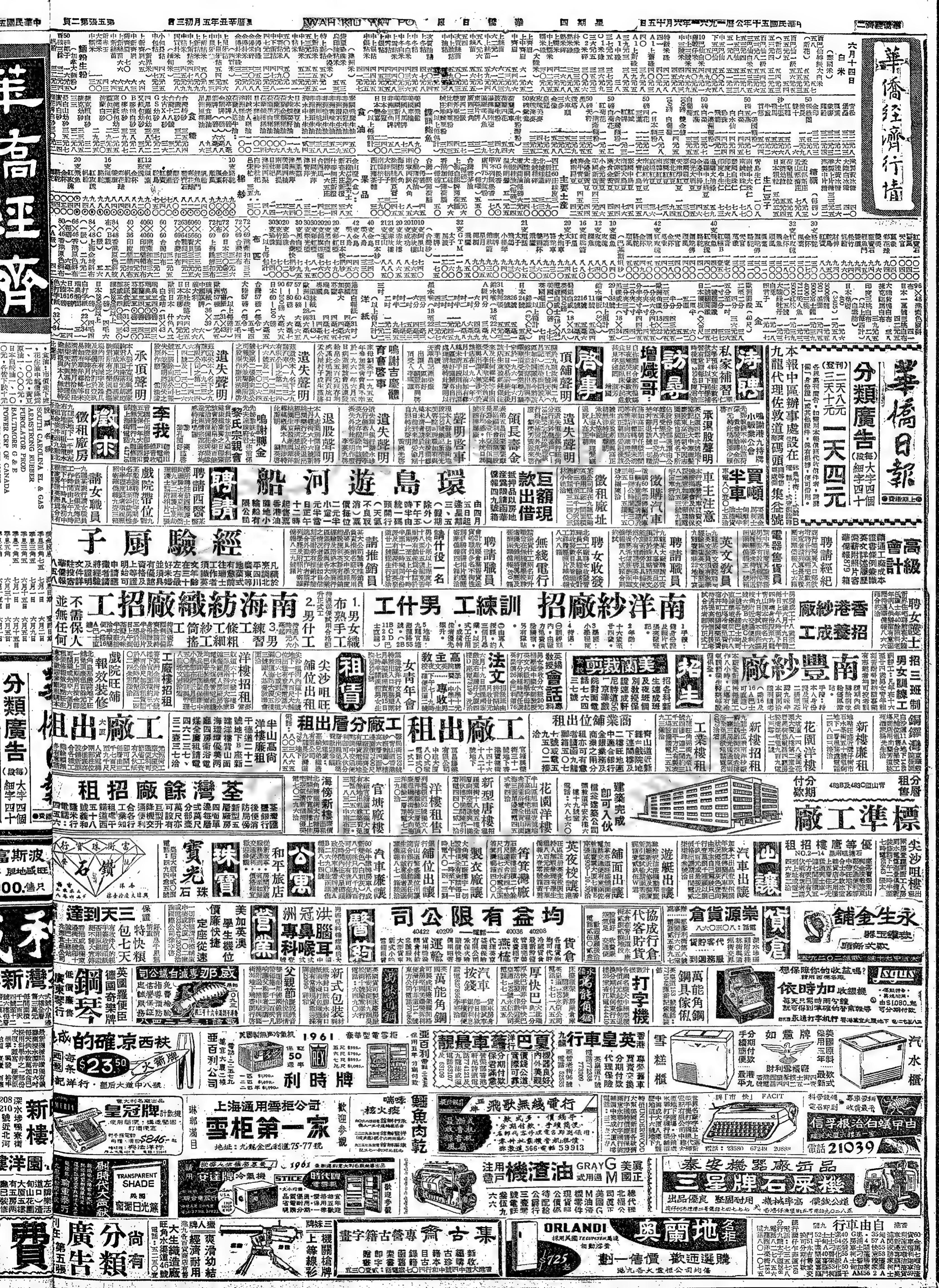


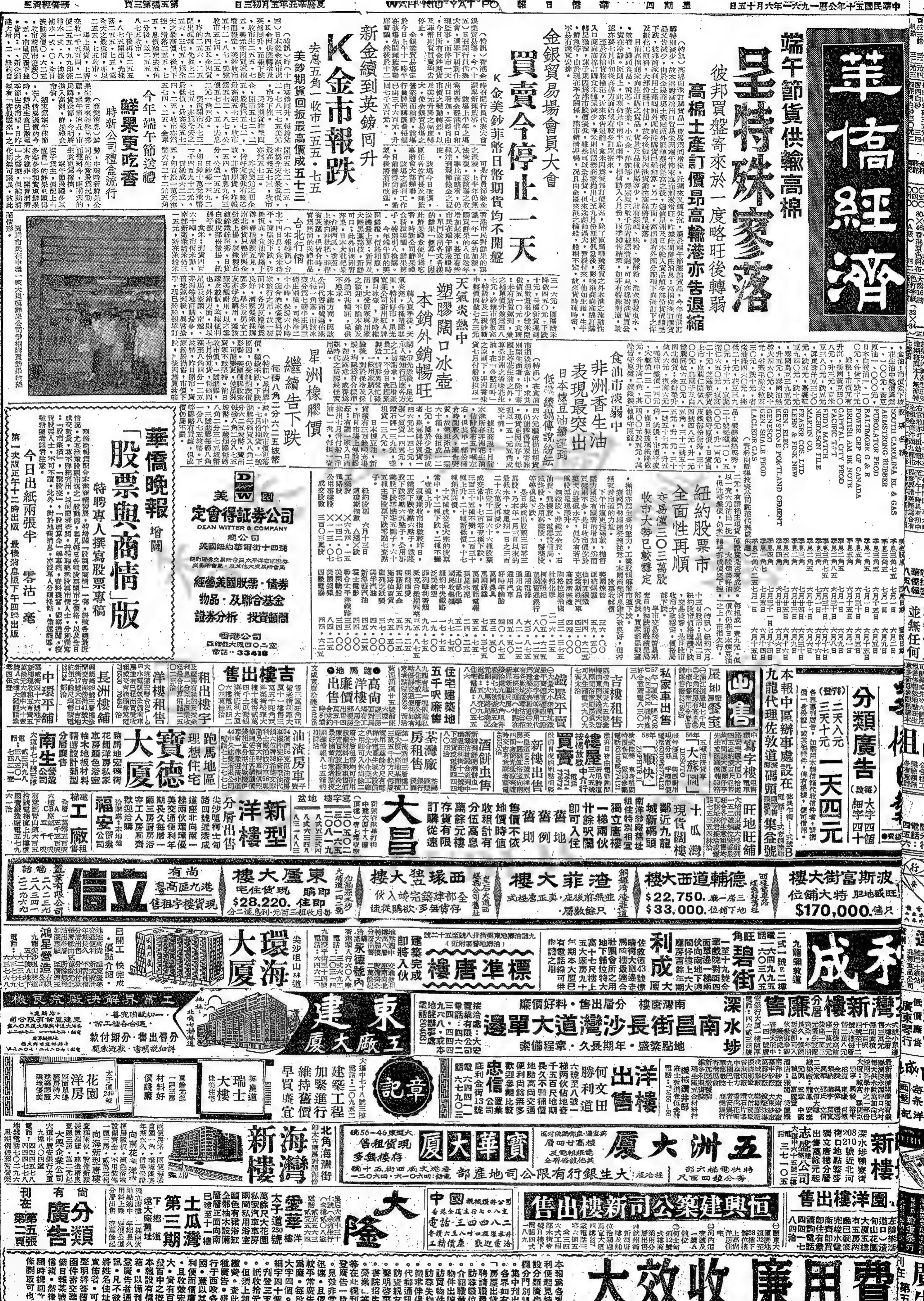
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Tuesday 01.m. to 1.00

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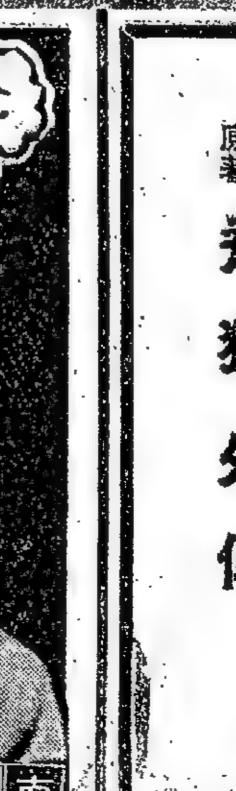
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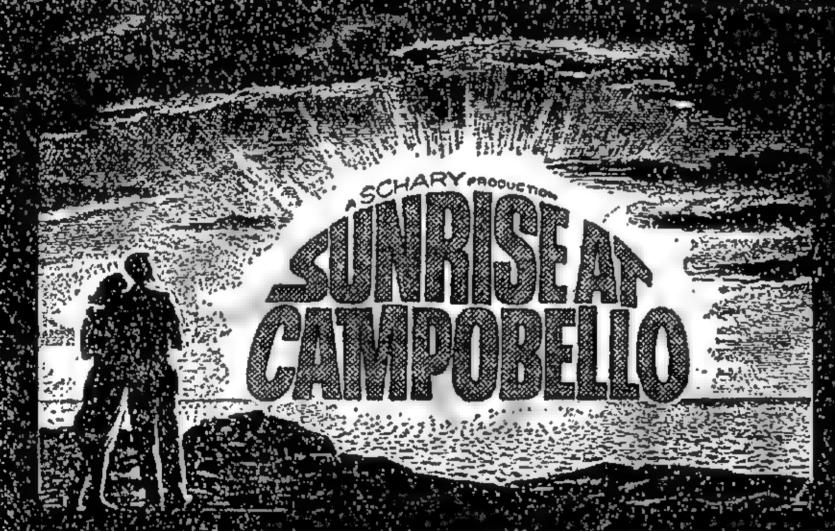
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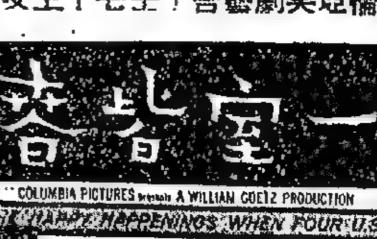
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戰頭

BATTLE AT BLOODY BEACH

絕此時天妬命 期恨難及紅才 」綿! 地顏子

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四個鰡子・ 中

四 什麼是愛?

一個不如果「愛上了一個不愛自己的人」。是同樣痛苦的。也許有人認為如果自己雖必對了,提供不然,試想有人認為如果自己雖必有了自己,是同樣痛苦的了,但如一個自己所不變的人變上了自己,那有其麼痛苦呢!由此去愛好了,根本無所謂,怎會有痛苦?他去愛好了,根本無所謂,怎會有痛苦?你想想你能够不痛苦嗎?像老時和氣變上了一個不愛自己的人,但是你却並不愛他,你不能接受他如獨自己所不愛自己的人。我你又無法拒絕,在海鎮情形之下,你想想你能够不痛苦嗎?像老時和氣變上了你,為你可以為你不能接受他的藥理,沒會有痛苦?他對你這樣情形了!

一個不如果「愛上了一個不愛自己的人,」
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English: American Literature and the Literature of Europe

Answer FIVE questions from Section A OR FIVE questions from Section B

Section A

- "The short-story aims at unity of impression": defend or attack this view with evidence from the works of any two American writers.
- Explain the poetic theory of any one American writer and consider how far the theory really applies to that writer's own poems.
- EITHER Illustrate how Hawthorn deals with one and the same theme or
 - subject in a number of his writings Compare the treatment of revenge in THE SCARLET LETTER_with_the treatment of it in MOBY DICK.
- EITHER Set forth any one of Emerson's ideas; tell where and how heargues for it; and show how any other writer was affected by it OR Write a critical account of the significance of WALDEN for thought and literature.
- Write a biographical and critical introduction to a short selection_or the poems of ONE of the following, explaining why your selection contains the poems it does:
- DICKINSON, FROST, LONGFELLOW, POUND, WHITMAN. EITHER Choose any American novel which has a message for society and explain how this message is conveyed; how far do you think this message contributes to the reader's
 - enjoyment? "A man can be destroyed but not defeated": to what extent is this relevant to Hemingway's works?
- For what qualities would you commend HUCKLEBERRY FINN to an] adult reader? 7. EITHER Examine, with evidence, the character of Ahab in MOBY DICK
- Identify one character from each of the following groups and tell his significance in the story:
 - (a) Homer Barron; Nick Adams' (b) Mr. Bixby; Brom Bones
 - (c) Queequeg: Starbuck.
- Identify one of the poems and stories in each of the groups below; tell the content and/or thought of it; its significance, and in what ways it is characteristic of its author:
 - (a) AN OLD MAN'S WINTER NIGHT; THE ROAD NOT TAKEN (b) THANATOPSIS: I HEAR AMERICA SINGING
 - (c) A ROSE FOR EMILY: THAT-EVENING SUN GO DOWN

Section B

- Illustrate one of these and explain what that contributes to the qualities of the epics: Epic sigiles; humour in Homer; character and emotion in Homer
- or Virgil or in both. 10. EITHER What part does one of these play in any one or two pieces of
- Greek or Latin literature: * The dead; fate; choric song and dance? OR In what sense is Agamemnon or Oedipus or Hippolytus or Aeneas
- a therot?
- FITHER What is meant by calling the Aeneid the Iliad and the Odyssey of Virgil ?
 - OR Illustrate from modern European literature some of the qualities in classical literature that have been admired and imitated.
- 12. Describe and interpret the City of Dis in Dante's Inferno.
- 13. EITHER Explain the significance both of . TWO of: Beatrice; Ugolino; Simon Magus and of

TWO of: The Dark Wood; The Vestibule of Hell; The Black Wind. OR How does Molière expose hypocrisy in TARTUFFE ?

- 14. Compare and contrast Gretchen in Goethe's FAUST either with Martha or with Helen.
 - English: American Literature and the Literature of Europe (continued)
- OR Write on any one aspect of CRIME AND PUNISHMENT or of THE 15. PLAGUE that has interested you (e.g. characters and characterisation; technique; moral; author's attitude and views).
- Consider carefully the character and importance in the story of 15. Charles Bovary.
- EITHER "When woman dominates the story you have romance"; 16. Discuss this view with reference to any one or more) pieces of literature ancient or modern.
 - "The business of the artist is not to entertain delight move, astonish - but to make soething beautiful" --Maupassant: how far would you say this is true of Maupassant's own work?

補助專上校統一文憑考試 宗教教育科(舊約)試題

Post-Secondary Grant Colleges Joint Diploma Examination, 1961

(June 13, Tuesday 9.30 a.m. to 12.30 p.m.

Religious Education. OLD TESTAMENT

Paper I

The candidates should attempt FIVE (5) questions only. Answer one question from Section I and at least one from each of the other sections.

SECTION I - Answer ONE of the questions in this section.

- Explain in detail the meaning of [saiah 53:1 12.
- 2. Explain in detail the meaning of Amos 2:6 9: 3:1 9: 5:21 27.

SECTION II - Answer at least one question from this section,

- 1. Describe the theme, outline and characteristics of the J Document.
- 2. What were the important achievements of David's reign in terms of the political and religious development of the Israelites?
- What were the main issues in the Deuteronomic Reform? In what ways was this movement a turning point in Israels religious history?

SECTION III - Answer at least one question from this section.

- 1. What was the significance of Ezra for normative Jud ism?
- Describe the main themes of the Wisdom literature of the Old Testament.
- Outline the main themes of the Apocalyptic literature. What contribution did this literature make to New Testament eschatology?

SECTION IV - Answer at least one question from this section.

- Compare and contrast the figure of Moses as the prototype of the messiah and the portrait of the Christ as given in the Gospels.
- Describe the idea of "salvation" in the Old Testament in relation to (a) Society, (b) the individual, (c) life after death.
- 3. What is the permanent value of the Old Testament?

希臘哲學史試題 補助專上核統一文憑考試

Post-Secondary Grant Colleges Joint Diploma Examination, 1961 Philosopny

June 12, Monday 9.30 a.m. to 12.50

Greek Philosophy Paper VI

A. Plato answer rour questions only

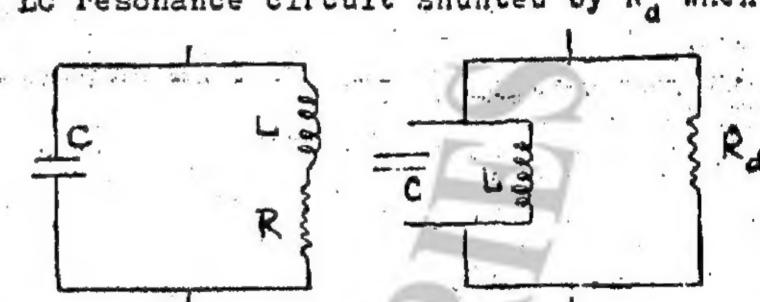
- On what bases does Plato propose the abolition of the family for the Guardian classes?
- Outline the total program of studies for the philosopherruler class and indicate the purpose and significance of this curriculum.
- Discuss the myth of the cave as a religious as well as a philosophical myth.
- Trace the degeneration of the state from the structure of the ideal republic to the horrors or tyranny.
- What was the influence of Socrates upon Plato. In your answer_consider
 - (a) Socrates znew approach to knowledges (the interrogation of the moral and religious consciousness) (b) Socrates personal commitment to his vocation asl
 - snown in the Apology (c) Socrates notion of the life of the soul beyond the
- grace ("the Little Apology" within the Apology) What are the strengths and weaknesses of Plato's theory of and the other process of the commentation of the comment of the co
- Why is the business man's (Cephalus) definition of Justice_inadequate?
- Trace the steps in the definition of justice proposed by Thrasymachus and the answers given by Socratas. Why is the restatement of Thrasymachus position given by Glaucon and) Adeimantus stronger than the original?

電子學及電磁理論試 補助專上校統一文憑考試

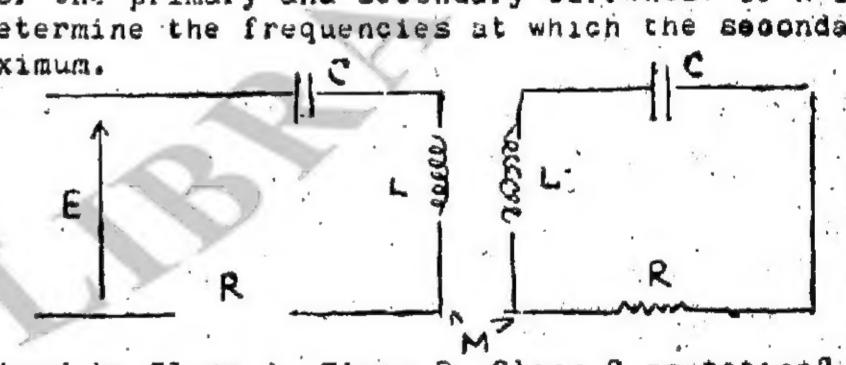
Post-Secondary Grant Colleges Joint Diploma Examination, 1961

Fine : Physics - Paper II June 13, Tues Electronics and Electromagnetic Theory 9:30 a.m. to Answer any SEVEN questions

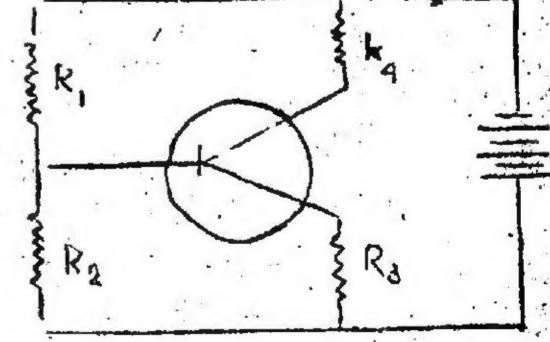
Define the dynamic impedance R, of a parallel resonance circult 速度基本的 with C. L and R. Show that the parallel resonance circuit may reduced to a LC resonance circuit shunted by R, when R Kuling



The attached Fig. shows an inductively coupled circuit. Deri expressions for the primary and secondary currents. If R is 小心製知子樓誅十、之孫 negligible, determine the frequencies at which the secondary (第內會願, 永荣作日) current is maximum.



- What do you understand by Class A. Class B. Class C operation? " How to achieve self-pias in Class C operation? Draw a circuit diagram for a self-blas Hartley oscillator and exp-而音 its operation.
- Derive the general equations of the transmission lines. Determine we 向 characteristic impedance of a loss-free quarter-wave line to matel transmission line to a load impedance.
- What do you understand by amplitude modulation and frequency modulation Draw circuit diagrams to show the production of amplitude modulate waves and frequency modulated waves.
- The attached Fig. shows a biasing scheme of a PNP junction transit 影響 Explain how you will design the component values, assuming your on 规模 operating point and any data required. Explain the cause and effet # | the collector saturation current.



- 6. A plane electromagnetic wave propagating in one dielectric is ing at an angle upon a second dielectric of different permittivity (0) dielectric constant) and permeability. The wave is polarized par器道生的可 to the plane of incidence. Knowing that if the wave impedances for miss. incident and the refracted waves normal to the boundary surface at matched there would be no reflection, find an expression for the brewster angle which is the angle of the incident wave that gives reflection.
- Derive an expression for the wave impedance in a rectangular way性价 in the direction of propagation for (a) TE waves, (b) TM waves. how the same results could be obtained by considering the guided經確 as being made of two uniform plane waves reflected back and forting between the guide walls.
- Write down Maxwell's equations in vector notation for an electrom所 field. Define the magnetic vector potential A. Derive an equation express the intensity of electric field E in terms of A and other related quantities.

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修辭學試題 補助專上校統一文憑考試

作介 Post-Secondary Grant Colleges Joint Diploma Examination, 1961

1613, Tuesday · English - Rhetorio Da.m. to 1.00 p.m.

Paper I

Attempt all three questions

- Write an essay on one of these topics:
- b, Censorship c) Political Asylum,
- (d) 'Safety First'
- (e) Hongkong's Roads f) Must history be rewritten in every age?
- (h) I call therefore a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices both private and public of peace and war."

lake a precis of the following passage in about 350 words. Give a suitable title -

The dramatist has no rational course open to him but to assume omplete ignorance about his play in his audience; but we have also seen that, as a matter of fact, only one audience will be entirely in whis condition (the first), and that, the more successful the play is, he more widely will subsequent audiences depart from it. Does it no 成份那少多了纯 ollow that interest of plot, interest of curiosity as to coming events. 鳳蕙、明鏡固厚 s at best an evanescent factor in a play's attractiveness - of a ertain importance, no doubt, on the first night, but less and less ffective the longer the play holds the stage?

電機器等間對 In a sense, this is undoubtedly true, we see every day that a mere tory-play - a play which appeals to us solely by reason of the droit stimulation and satisfaction of curiosity - very rapidly khausts its success. No one cares to see it a second time; and mpectators who happen to have read the plot in advance, find its attraction discounted even on a first hearing. But if we jump to the pholusion that the skilful marchalling and development of the story s an unimportant detail, which matters little when once the firstight ordeal is past, we shall go very far astray. Experience shows us that dramatic interest is entirely distinct from mere curiosity, and urvives when curiosity is dead. Though a skilfully-told story is pot f itself enough to secure long life for a play, it materially and termanently enhances the attractions of a play which has other and gher claims to longevity. Character, poetry, philosophy, atmosphere, re all very good in their way; but they all show to greater advantage aid of a well-ordered plot. In a picture, I take it, drawing is pt everything; but drawing will always count for much.

This separation of interest from curiosity is partly to be explained one very simple reflection. However well we may know a play beforeind, we seldom know it by heart or nearly by heart; so that, though may anticipate a development in general outline, we do not clearly resee the ordering of its details; it, therefore, may give us almost e same sort of pleasure that it gave us when the story was new to us. st playgoers will, I think, agree that we constantly find a great ene or act to be in reality richer in invention and more ingenious arrangement than we remembered it to be. .

We come, now, to another point that must not be overlooked. It needs subtle introspection to assure us that we, the audience, do our own ttle bit of acting, and instinctively place ourselves at the point view of a spectator before whose eyes the drama is unrolling itself. r the first time. If the play has any richness of texture, we have ny sensations that he cannot have. We are conscious of ironies and btleties which necessarily escape him, or which he can but dimly derstand. But in regard to the actual development of the story, we fference, that we can more fully appreciate the dramatist's skill. 除公價廠。中點五天今 short, are not simply conditioned by our knowledge or ignorance of at is to come. The mood of dramatic receptivity is a complex one. instinctively and without any effort remember that the dramatist is 岩 孤養實 離 und by the rules of the game, or, in other words, by the inherent 島 兒 內 ditions of his craft, to unfold his tale before an audience to

: English - Rhetoric

为要 魂驚鳥荒 上生 n it is unknown; and it is by reference to these conditions that, Mjoy and appreciate his skill. Even the most unsophisticated . nce realizes in some measure that the playwright is an artist enting a picture of life under such-and-such assumptions and tations, and appraises his skill by its own vague and instinctive dards. As our culture increases, we more and more consistently this attitude, and take pleasure in a playwright's marshalling of ial in proportion to the skill he shows. In many cases, indeed pleasure consists of a delicate blending of surprise with antition. We foresaw, and are pleased to recognize, the art of the achievement, while details which had grown dim to us give us its little thrill of fresh admiration. Regarded in this aspect. at play is like a great piece of music: we can hear it again anul with ever-new realization of its subtle beauties, its comple: nies, and with unfailing interest in the merits and demerits of particular rendering.

It we must look deeper than this if we would fully understand the nature of dramatic interest. The last paragraph has brought us to erge of the inmost secret, but we have yet to take the final step. Ive yet to realize that, in thuly great drama, the foreknowledge ssed by the audience is not a disadvantage with certain incidental ations and compensations, but is the source of the highest pleasure. the theatre is capable of giving us. We are, in fact, in the ion of superior intelligences contemplating, with miraculous, voyance, the stumblings and fumblings of poor blind mortals ing through the labyrinth of life. Our seat in the theatre is a throne on the Epicurean Olympus, whence we can view with ot intelligence, but without participation or responsibility, the cate reactions of human destiny. And this sense of superiority not pall upon us. When Othello comes on the scene, radiant and dent in Desdemona's love, our knowledge of the fate awaiting him him a hundred times more interesting than could any mere sity as to what was about to happen. It is our prevision of Nora's at the end of the last act that lends its dramatic poignancy to ntrance at the beginning of the first.

> longevity : long life retrospection: studying ourselves clairvoyance : ability to see things not present

ne following passage and answer the questions below:

brings us to a consideration of the part which economic leader-, I be called upon to play in the coming social order. This hip is, broadly speaking, of three kinds, which may, or may not. ed in the same person. These are, first, directive and organising. thip; secondly, technical and administrative leadership - for

補助專上校統一文憑考試 物理科試卷一試題

Post-Secondary Grant Colleges Joint Diploma Examination, 1961

Physics - Paper Time : 3 nours: Heat and Thermodynamios, and Optics

Answer SEVEN Questions with FOUR from Section A and THREE from Section B. June 12, Monday

Section A 9.30 a.m. to 12.30 p.m.

- 1. (a), What is meant by black body radiation and now can it be realized; experimentally? Discuss the relation between the total radiation from a black body and its absolute temperature. Compare the rates of loss of heat from a body at 1000°C. and the same body at 500°C. if both are placed in an enclosure at 15°C.
 - A vertical wall .10 square meters is kept at a constant temperature; of 300°C. A layer of insulating material of thermal conductivity 0.0005 cal/sec. cm. deg. and of thickness 5 cm. covers the wall. The surrounding air is at atmospheric pressure and 20°C. Calculate. the heat lost per minute by conduction and natural convection. Give all the assumptions under which the calculation is carried out.
- Explain what is meant by an ideal near engine. Describe clearly a Carnot cycle followed by such an engine and state the conditions: for maximum efficiency. An engine works in a Carnot cycle between the temperature of 100°C and O'C. Calculate the work done in ergs if the heat taken in at
 - the higher temperature is 10,000 calories. (b) A body of finite mass is originally at temperature T, which is higher than that of a reservoir at To. Suppose an engine operates in a cycle between the body and the reservoir until it lowers the temperature of the body from T, to T, thus extracting heat & from the body. If the engine does work W, then it will reject heat w-W to the reservoir. Applying the entropy principle, prove that the maximum, work obtainable is

 $W(\max) = Q - T_2(S_1 - S_2)$

- where S, and S, are the initial and final values of entropy involved. Explain entropy and discuss its relation to energy change and,
 - equilibrium. Sketch the temperature-entropy diagram for water and saturated steam and show how it indicates that the specific heat of saturated steam is negative. What is the meaning of negative specific heat?
- Define the rive thermodynamic functions and explain briefly the special usefulness of each of these functions. Show how the Maxwell's thermodynamic relations (equations) can be derived from these functions.
- State the three laws of thermodynamics in their different forms and give one mathematical formulation of each law. Explain the physical meaning of each of these forms of the three laws.

Section B

- Given two thick lenses. The first has radii of curvature of +4 and -_ and an index of refraction 1.5. The second has radii of +3 and infinity and an index of refraction of 1.7. The thickness of each lens is 1 cm. and they are 1 cm. apart. Use the graphical method to locate the final image point on the axis. Check your results by computation.
- A convex lens of 1 metre rocal length is laid on an 'optically flat' plane glass plate. Describe and explain what is observed when the system is viewed in monochromatic light reflected at about normal incidence. What measurements would you make to find the wavelength of the light used? How would you calculate the results?
- Describe and explain spherical aberration, astigmatism, coma, chromatic aberration, and distortion as found in lenses and mirrors, Give a method of correction for each of them.
- (a) What is meant by Fresnel diffraction? Use this method to find the effect of diffration by a circular aperture. b) What is the difference between interference and diffraction? What part does each play in the production of spectra by a diffraction grating? How are gratings made and what is the effect of the number of lines on the spectra produced? What is the angular

separation of the lines 5890 A and 5896 A in the second order

spectrum produced by a grating having 5000 lines per cm.? -----000000

administration is a branch of technique; and thirdly, human leadership. The best man of all to stand at the head of a great economic enterprise is one who combines all these three. Failing that, the best to dispense with, in the man right at the top, is technical ability; for he who has the other two will know how to use technical ability where he finds, it. The greatest difficulty arises when high organising capacity is divorced from the power of leading men, and has to manifest itself in driving them instead. This is a real dilemma; for organising and directive capacity are scarce, and society cannot afford simply to dispense with them when they are combined with other qualities inconsistent with democratic leadership. All it can do is to try to place them in positions in which they will have as little as possible to do with ordering other people about, or to temper their autocracy by setting beside them, on governing boards or commissions, men who excel in human leadership, even if they have less pre-eminence inforganising

power. The technician, unless ne possesses organising ability or human leadership in addition to his technical or professional skill, is unsuited for executive control. His function is none the less important; but it is advisory. The case against technocracy rests on a the. frequency of the divorce between technical ability and the other

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qualities of leadership, was well as on the democratic argument. I'me technician who is unfitted to command may be the best of all research workers, or the best of advisers; and his post should be one of honour and of good emoluments, though he cannot aspire to lead. But some technicians have other qualities of leadership besides their technique; and it is among the major faults of the present economic system that it tends too often to divorce technique from executive leadership, and to deny the technician the chance of being a leader or organiser of men. even when he is the right man for the job.

Page 5

- (i) Explain in your own words
- (a) what is the dilemma referred to in line 13.
- (b) what the writer says is the next best thing in view or this dilemma.
- (a) the arguments against having technical experts as executives.
- Replace each of the words or phrases underlined (failing that; best to dispense with; divorced from; scarce; autocracy; rests on, by a word, phrase, or clause which will mean the same and fit grammatically into the same place in the sentence.